

***Curriculum Guide and Resource Aid for Teaching Topics of Diversity to Middle School
Students***

An Honors Thesis (HONR 499)

by

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Abstract

This project is composed of five lesson plans on topics of diversity, including identity development, prejudice/stereotypes, race/ethnicity, gender/sexual orientation, and ability. In addition to the lesson plans, there is a resource aid consisting of 50 existing resources that could be utilized in any lesson related to diversity. These resources include books, activities, assignments, songs, and videos. The lessons are geared towards middle school students and many lessons involve open discussions. The goal of the project is to educate middle school students on topics of diversity with the additional goals of increasing students' self-awareness and empathy for others.

Acknowledgments

I would like to thank Judith Gray for advising me through this project. Her guidance and support during this process were invaluable.

I would like to thank Lana, Kevin, and Adam for their encouragement and support as I pursued this project.

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Process Analysis Statement

When I first began contemplating what I was going to do for my thesis, I knew I wanted it to be centered around diversity and have something to do with education. When I finally narrowed down my project and decided what topics I wanted my lessons to be about, I began fervently researching anything and everything related to diversity education. I soon discovered there was a great deal of information that existed, including lesson plans, activities, and assignments. Rather than integrating topics of diversity into every subject, I wanted my lessons to be explicitly about the topics themselves. I wanted students and teachers to take time to delve into the topics of identity development, prejudice/stereotypes, race/ethnicity, gender/sexual orientation, and ability so students could have a solid foundation of knowledge with which to build upon in the future.

The first step I took when creating my project involved conducting research on lesson plans. Because I am not an education major, I lacked the basic understanding of how to formulate a lesson. In addition to conducting internet research, I also reached out to a few friends who are teachers and had them help me outline my lessons. Once I had decided on a certain template and how I wanted to outline my lessons, I began researching identity development. I believe that it is important for students to understand how their culture influences their identity development, which is why I chose this topic as the first lesson.

During this process, I realized that I needed to be much more specific when searching on the internet. Initially, researching identity development took hours because I was unable to find exactly what I wanted, but once I narrowed my search to include lessons on identity development, I was able to find the tools I needed to create my lessons. Researching information for the remaining four lessons was much easier because I knew what I was looking for. I would

take the activities and assignments I found online and either adapt them for my own purposes or use them as inspiration to create my own activities and assignments.

As I progressed throughout this project, I learned how passionate I am about diversity and education. I am not an education major, but this project fueled my existing interest in education. This project pushed me to be more aware of the challenges teachers face in the classroom in addition to giving me more empathy for teachers who have to create new lessons weekly. Prior to completing this project, I did not realize how time-consuming it can be to write lesson plans. In addition to the newfound interest in education, this project helped me solidify my opinions on the importance of diversity education. I believe understanding the complexities of diversity requires basic levels of self-awareness, and schools should be helping students increase their self-awareness. If topics related to diversity were taught and discussed more openly in classrooms at a younger age, then hopefully there would be less prejudice and discrimination as students grow into adults.

One of the greatest insights I had was when I created the lesson on ability. I found a website that helps you experience what it is like to have certain learning disabilities, such as dyslexia, dyscalculia, and attention deficit hyperactivity disorder (ADHD). The simulation that showed what it is like to be a student with ADHD was very eye-opening for me. I do not have any personal experience with ADHD, so I had little understanding as to how challenging it can be for students. The simulation increased my empathy for students who have ADHD because it made me realize how difficult it actually can be for them to pay attention with all of the stimuli in the classroom.

I think my project acts as a challenge for middle school educators. It can be risky to allow students to openly discuss topics as sensitive as those found in my project, but students will

never learn how to have civil debates if they are never given the opportunity to learn how to do so. This project also pushes students to self-reflect in order to increase their self-awareness, with the hope of also increasing their empathy for others. Today's society is full of a great deal of hate, but if we do not start teaching our youth the importance of respecting diversity, nothing will ever change.

Lesson 1: Identity Development

Time Span: 50 minutes

Objectives: Students will be able to define the word identity.
Students will be able to identify factors that influence their identity development.

Overview/Rationale: Before students can begin to understand people who are different than they are, they have to first understand themselves to some extent. My hope is that understanding what factors influence their identity development will provide a foundation for understanding the effects of prejudice, discrimination, and stereotyping in subsequent lessons.

Materials Needed: “Names/Nombres” by Julia Alvarez, copies of the blank Tshirts for each student

Vocabulary:

- Identity- the qualities, characteristic, or beliefs that make someone who they are (“Discovering my identity,” n.d.)
- Ethnicity- people grouped together with common ties, including culture, race, nationality, and a shared history (“Race and ethnicity,” n.d.)
- Culture- way of life that is often passed down from generations, including food, stories, language, religion, family roles, etc. (“Discovering my identity,” n.d.)

(10 minutes) Warm-up: Write the word ‘identity’ on the board and ask students to define it. Have students come up and write down what they think influences identity development, such as gender, race, interests, etc. Next, ask students to brainstorm different categories people often use to describe themselves.

- Having students take the lead in defining identity and factors that influence it can show the teacher what level of understanding the group already possesses. Thinking of the categories people often use to describe themselves will help students later when thinking about their own identity.

(30 minutes) Main Activity: Pass out copies of “Names/Nombres” by Julia Alvarez. In this short story, Julia describes coming to America and how people often mispronounced her and her siblings’ names. In this story, Julia reveals different aspects of her identity, such as her culture, how she feels when others pronounce her name wrong or ask her certain questions, where she and her family are from, etc. Have students volunteer to read parts of the story aloud. As the story is being read, students can make note of different aspects that might influence Julia’s identity.

Break into small groups and give each group a large piece of paper. Each group will create a collage that represents different parts of Julia’s identity; the collage could be words or pictures drawn by students. The students could use the words they underlined in the passage to help them get started. Have students infer some aspects of Julia’s identity based off of the reading, as that may lead to interesting discussion about how others perceive your identity or how it felt to make

direct assumptions about people and then discuss them. After about 5-10 minutes of this, the groups will share what they did with the entire class.

If students need additional help brainstorming ideas, ask them to consider how Julia would answer the following questions: Who am I? What do I care about? What do I want others to know about me?

After discussing what each group did, have a large group discussion about the activity.

- Were there few or many factors that influenced Julia's identity?
- Do you share any similar characteristics or experiences with Julia? If so, what are they?
- How did it feel to make assumptions about someone based only on what you read?
- If you were to do this activity based on your own identity, what would be one word you would use?

Assignment: Complete the T-shirt assignment based on their personal identities; see attached curriculum guide for instructions

(10 minutes) Evaluation/Outcome measure: Have the students write in their journals for 10 minutes. In their journal they should write the definition of identity and overall factors that can influence identity. Then have students free write and reflect on the lesson; what specific experiences or factors have influenced their identity? How would they answer the question 'who am I?' They can also write down any questions they might have about the lesson or identity that they might not feel comfortable asking in front of the whole class.

- This will clearly show the teacher if the objectives have been met. It will also allow the teacher to see how students reacted to the lesson. The free writing allows the students to express themselves and further explore their own identity.

Alternate Activity: Complete the Ingredients of me activity as a part of warm-up; see attached curriculum guide

Alternate Assignment: write a poem or a short story consisting of 500 words answering the question "who am I?" Consider the factors we discussed in class today, such as location, interests, culture, etc. and how those influenced the development of your identity.

NAMES/NOMBRES

By Julia Alvarez

When we arrived in New York City, our names changed almost immediately. At Immigration, the officer asked my father, *Mister Elbures*, if he had anything to declare. My father shook his head no, and we were waved through. I was too afraid we wouldn't be let in if I corrected the man's punctuation, but I said our name to myself, opening my mouth wide for the organ blast of *a*. trilling my tongue for the drumroll of the *r*, *All-vab-rrr-es!* How could anyone get *Elbures* out of that orchestra of sound?

At the hotel my mother was Missus Alburest, and I was *little girl*, as in, "Hey, little girl, stop riding the elevator up and down. It's *not* a *toy*."

We moved into our new apartment building, the super called my father *Mister Alberase*, and the neighbors who became mother's friends pronounced her name *Jew-lee-ah* instead of *Hoo-lee-ah*. I, her namesake, was known as *Hoo-lee-tah* at home. But at school I was *Judy* or *Judith*, and once an English teacher mistook me for *Juliet*.

It took me a while to get used to my new names. I wondered if I shouldn't correct my teachers and new friends. But my mother argued that it didn't matter. "You know what your friend Shakespeare said, '*A rose by any other name would smell as sweet*.'" My family had gotten into the habit of calling any famous author "my friend" because I had begun to write poems and stories in English class.

By the time I was in high school, I was a popular kid, and it showed in my name. Friends called me *Jules* or *Hey Jude*, and once a group of troublemaking friends my mother forbade me to hang out with called me *Alcatraz*. I was *Hoo-lee-tah* only to Mami and Papi and uncles and aunts who came over to eat sancocho on Sunday afternoons old world folk whom I would just as soon go back to where they came from and leave me to pursue whatever mischief I wanted to in America. JUDY ALCATRAZ, the name on the "Wanted" poster would read. Who would ever trace her to me?

My older sister had the hardest time getting an American name for herself because *Mauricia* did not translate into English. Ironically, although she had the most foreign-sounding name, she and I were the Americans in the family. We had been born in New York City when our parents had first tried immigration and then gone back "home," too homesick to stay. My mother often told the story of how she had almost changed my sister's name in the hospital.

After the delivery, Mami and some other new mothers were cooing over their new baby sons and daughters and exchanging names and weights and delivery stories. My mother was embarrassed among the Sallys and Janes and Georges and Johns to reveal the rich, noisy name of *Mauricia*, so when her turn came to brag, she gave her baby's name as *Maureen*.

"Why'd ya give her an Irish name with so many pretty Spanish names to choose from?" one of the women asked.

My mother blushed and admitted her baby's real name to the group. Her mother-in-law had recently died, she apologized, and her husband had insisted that the first daughter be named after his mother, *Mauran*. My mother thought it the ugliest name she had ever heard, and she talked my father into what she believed was an improvement, a combination of *Mauran* and her own mother's name, *Felicia*.

"Her name is *Mao-ree-shee-ah*," my mother said to the group of women.

"Why, that's a beautiful name," the new mothers cried. "*Moor-ee-sha, Moor-ee-sha*," they cooed into the pink blanket. *Moor-ee-sha* it was when we returned to the States eleven years later. Sometimes American tongues found even that mispronunciation tough to say and called her *Maria* or *Marsha* or *Maudy* from her nickname *Maury*. I pitied her. What an awful name to have to transport across borders!

My little sister, Ana, had the easiest time of all. She was plain *Anne*-that is, only her name was plain, for she turned out to be the pale, blond "American beauty" in the family. The only Hispanic thing about her was the affectionate nicknames her boyfriends sometimes gave her. *Anita*, or, as one goofy guy used to sing to her to the tune of the banana advertisement *Anita Banana*.

Later, during her college years in the late sixties, there was a push to pronounce Third World names correctly. I remember calling her long distance at her group house and a roommate answering.

"Can I speak to Ana?" I asked, pronouncing her name the American way.

"Ana?" The man's voice hesitated. "Oh! You must mean *Ah-nah*!"

Our first few years in the States, though, ethnicity was not yet "in." Those were the blond, blue-eyed, bobby-sock years of junior high and high school before the sixties ushered in peasant blouses, hoop earrings, serapes. My initial desire to be known by my correct Dominican name faded. I just wanted to be Judy and merge with the Sallys and the Janes in my class. But, inevitably, my accent and coloring gave me away. "So where are you from, Judy?"

"New York," I told my classmates. After all, I had been born blocks away at Columbia-Presbyterian Hospital.

"I mean, *originally*."

"From the Caribbean," I answered vaguely, for if I specified, no one was quite sure on what continent our island was located.

"Really? I've been to Bermuda. We went last April for spring vacation. I got the worst sunburn! So, are you from Portoriko?"

“No,” I sighed. “From the Dominican Republic.”
“Where’s that?”
“South of Bermuda.”

They were just being curious, I knew, but I burned with shame whenever they singled me out as a “foreigner,” a rare, exotic friend.

“Say your name in Spanish, oh, please say it!” I had made mouths drop one day by rattling off my full name, which, according to the Dominican custom, included my middle names, Mother’s and Father’s surnames for four generations back.

“Julia Altagracia María Teresa Álvarez Tavares Perello Espailat Julia Pérez Rochet González.” I pronounced it slowly, a name as chaotic with sounds as a Middle Eastern bazaar or market day in a South American village.

My Dominican heritage was never more apparent than when my extended family attended school occasions. For my graduation, they all came, the whole lot of aunts and uncles and the many little cousins who snuck in without tickets. They sat in the first row in order to better understand the Americans’ fast-spoken English. But how could they listen when they were constantly speaking among themselves in florid-sounding phrases, rococo consonants, rich, rhyming vowel?

Introducing them to my friends was a further trial to me. These relatives had such complicated names and there were so many of them, and their relationships to myself were so convoluted. There was my Tía Josefina, who was not really an aunt but a much older cousin. And her daughter, Aida Margarita, who was adopted, una hija de crianza. My uncle of affection, Tío José, brought my madrina Tia Amelia and her comadre Tía Pilar. My friends rarely had more than a “Mom and Dad” to introduce.

After the commencement ceremony, my family waited outside in the parking lot while my friends and I signed yearbooks with nicknames which recalled our high school good times: “Beans” and “Pepperoni” and “Alcatraz.” We hugged and cried and promised to keep in touch.

Our goodbyes went on too long. I heard my father’s voice calling out across the parking lot, “*Hoo-lee-tah! Vámonos!*”

Back home, my tíos and tías and primas, Mami and Papi, and mis hermanas had a party were many gifts-that was a plus to a large family! I got several wallets and a suitcase with my initials and a graduation charm from my godmother and money from my uncles. The biggest gift was a portable typewriter from my parents for writing my stories and poems. Someday, the family predicted, my name would be well-known throughout the United States. I laughed to myself, wondering which one I would go by.

Taken from: Alvarez, J. (n.d.). Names Nombres [PDF File]. Retrieved from:
<https://www.sd27j.org/cms/lib/CO01900701/Centricity/Domain/352/Names%20Nombres%20by%20Julia%20Alvarez.pdf>

T-Shirt Assignment Curriculum Guide

Objective:

Students will increase self-awareness by labeling different aspects of their identity, especially aspects of their personality that often remain hidden.

Overview of Assignment:

Students will be completing this assignment individually. They will be drawing their public personality on the front and their private personality on the back. They will include a short essay describing/interpreting their artwork for the teacher.

Materials:

Copies of blank T-shirt outline; Colored markers, pencils, crayons, etc.

Instructions:

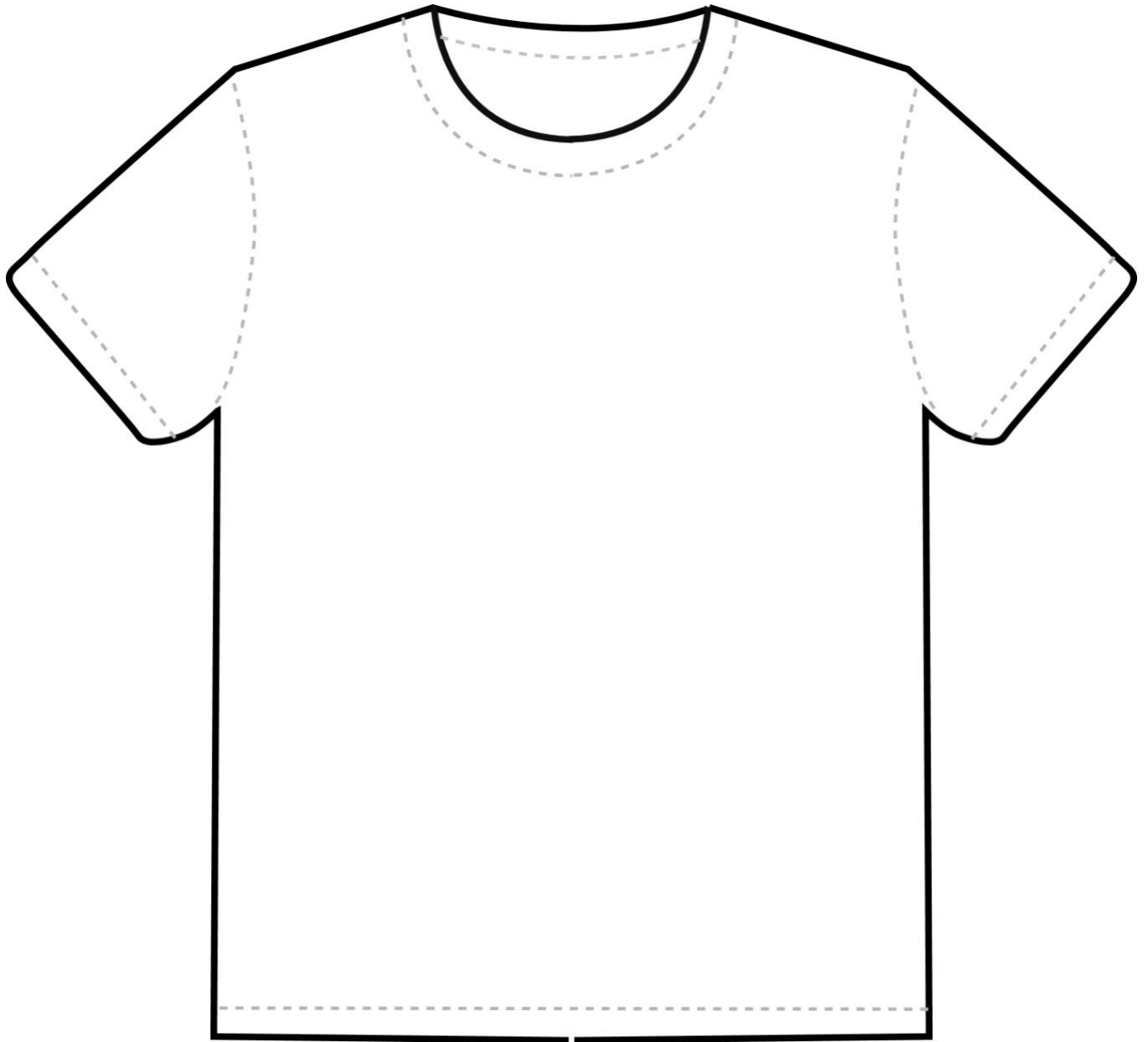
1. Make two-sided copies of the T-shirt outlines (pages 89-90 in *Group exercises for adolescents...* book).
2. To introduce the assignment, find a student who is wearing a T-shirt and point out that whatever is on the front of the shirt is obviously meant to be seen. Show students that the front of the T-shirt is on one side while the back of the T-shirt is on the other. The front of the shirt represents students' public selves- the self that is meant to be seen. Students should draw their "public selves" on the front of the shirt. The drawings can include words, pictures, phrases, symbols, anything the student feels represents who they are. The back of the shirt represents the student's private self- the self that is often hidden from others. Students should again use pictures, words, symbols, etc. to represent their "private selves" on the back of the T-shirt.
3. Instruct students to write a short essay, half of a page minimum, explaining the drawings on their T-shirts. Students should also include some discussion of what factors they believe influenced the development of certain aspects of their personality.
4. Tell students that you will be the only person to see these essays and drawings unless they give you permission to share it with the class. Instruct students to include one sentence at the end of their essay stating whether or not the teacher may share their drawing with the class.

Facilitator's Notes and Ideas:

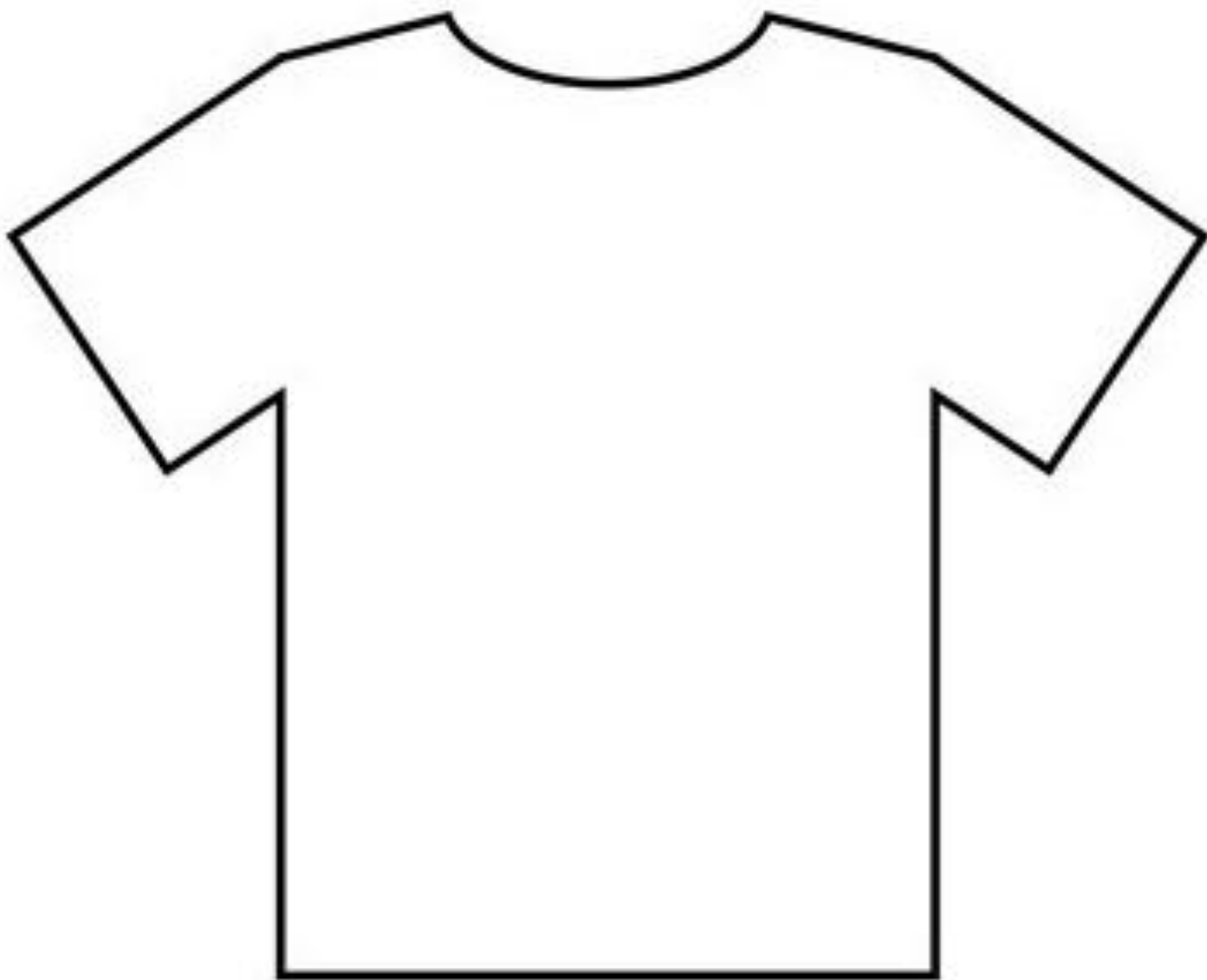
- It might be helpful to tell students they will not be graded on their artistic ability with their T-shirt designs. That portion of their grade will be completion. The majority of points will come from their attached essay.
- If you have students who give you permission to share their assignment and you have class time to spare, take 5-10 minutes during a subsequent class period to have some students show and explain their assignment with the entire class. Make sure to model nonjudgmental responses so the class follows suit.

References:

Carrell, S.E. (2010). T-shirts. *Group exercises for adolescents: A manual for therapists, school counselors, & spiritual leaders* (3rd ed.). Thousand Oaks, CA: SAGE Publications, Inc.



FRONT



BACK

Ingredients of Me Curriculum Guide

Objective:

Students will begin to consider different categories people often use to describe themselves. They will also begin to reflect on aspects of their identity, including some of the roles they hold; the perceived level of importance of said roles; and some personality traits that influence their identity development.

Overview of Activity:

Give a detailed explanation of the specific directions and guidelines for implementing your group exercise, role plan or other activity. This should include directions for introducing the session, the actual implementation and the processing at the completion of the session.

Materials:

Copies of blank nutritional facts label

Time Required:

10-15 minutes

Instructions

1. Make copies of the blank ingredients label and distribute to students.
2. Explain to students that as people, we have many different things that make us who we are, including the roles we play, such as sibling, child, student, etc.
3. Tell students to consider the different roles they play; different categories they use to describe themselves; and character traits that help define who they are.
4. The roles and categories will be put in the lines provided on the label, and students should attribute a percentage to each word to represent how much they feel that word describes them. Tell students it is okay if the percentages add up to more than one hundred. The focus of the activity is to get students thinking about what constitutes their identity; the numbers are not as important.
5. The character traits that help identify them should go under the “ingredients” section.
6. As the teachers, use your completed label as an example for students.
7. When finished, have a large group discussion about the activity where some students share what they put down. Ask students if they felt it was difficult to think of roles they play or aspects of their character.

Facilitator’s Notes and Ideas:

- I would suggest that the teacher have one completed before this lesson so they can provide it as an example for students.
- Complete this activity after having a brief discussion regarding identity.

References:

Bali, M. (23 August 2014). Ingredients of me. *Reflecting Allowed*. Retrieved from: <https://blog.mahabali.me/just-for-fun/ingredients-of-me/>

Nutritional Facts

Serving Size: 1 student

Amount Per Serving

% Daily Value

INGREDIENTS:

References

Alvarez, J. (n.d.). Names Nombres [PDF File]. Retrieved from:

<https://www.sd27j.org/cms/lib/CO01900701/Centricity/Domain/352/Names%20Nombres%20by%20Julia%20Alvarez.pdf>

Bali, M. (23 August 2014). Ingredients of me. *Reflecting Allowed*. Retrieved from:

<https://blog.mahabali.me/just-for-fun/ingredients-of-me/>

Carrell, S.E. (2010). T-shirts. *Group exercises for adolescents: A manual for therapists, school counselors, & spiritual leaders* (3rd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Discovering my identity. (n.d.). *Teaching Tolerance*. Retrieved from:

<https://www.tolerance.org/classroom-resources/tolerance-lessons/discovering-my-identity>

Race and ethnicity. (n.d.). *Encyclopedia Britannica*. Retrieved from:

<https://kids.britannica.com/students/article/race-and-ethnicity/276630/207044-toc>

Lesson 2: Prejudice and Stereotypes

Time Span: 50 Minutes

Objectives:

- Students will be able to define prejudice and stereotype and give examples of each.
- Students will understand that assumptions can lead to stereotypes and unfair judgments of other people.
- Students will become aware of the negative impacts of stereotypes and prejudice.

Overview/Rationale: Often, bullying stems from prejudices and stereotypes. Without understanding what it means to be prejudice and what some of our own prejudices, we cannot begin to address one of the root causes of bullying.

Materials Needed: internet access, projector, Apprentice Worksheets for each student, copies of “Just Because” worksheets for each student

Vocabulary:

- Prejudice: preconceived judgment or opinion not based on reason
- Stereotype: “a widely held but fixed and oversimplified image or idea of a particular type of person or thing” (“stereotype,” n.d.)

Warm-Up: Have the students complete “The Apprentice” activity (see corresponding PowerPoint) and discussion questions following the activity.

Main Activity: Begin by discussing prejudice. Ask students if someone can define what a prejudice is. Tell students that sometimes prejudices can form stereotypes. Have students explain what a stereotype is and give examples of common stereotypes found in schools (jocks, nerds, cheerleaders, etc.).

Next, have students work in pairs and answer the following questions (adapted from “Lesson 5: Prejudice and stereotypes”):

- How do you think adults, society, and the media label teenagers?
- Do different groups of teenagers get labeled in different ways?
- What prejudiced behaviors or attitudes could this lead to?

Discuss these questions as a large group, then have each pair of students pick a stereotype of teenagers or a specific group of teenagers and decide whether that label is fair or not and explain what the consequences of the label could be.

Once students have done this, have a class discussion and answer the following questions (adapted from “Lesson 5: Prejudice and stereotypes”):

- What stereotype did you pick?
- Did you feel the stereotype was fair or accurate?
- How did it feel to be labeled and know it might not necessarily be true for you as an individual?

Assignment: 2 options:

1. Write a short paper (1-2 pages) about your own experiences with prejudices and/or stereotypes. What was the prejudice/stereotype? How did it affect you? What could the other people have done differently? How will you use this experience to change the way you look at/treat other people?
2. Find a story online about someone who has experienced prejudice. Write a short paper (1-2 pages) about their experience. What was their experience? How did it affect them? What would it feel like to be in their shoes? How will learning about this experience change the way you look at/treat other people?

Evaluation/Outcome Measure: Write your own definition of prejudice and stereotype and gives examples of both. Give examples of how prejudice and stereotypes can affect people.

Alternate Warm-Up Activity: Start by discussing what stereotypes are, then give each student a copy of the “Just Because” worksheet, found below. Read the example worksheet and allow students time to complete their worksheet based on themselves. When finished have some students share what they wrote.

Alternate Assignment: Write one or two paragraphs answering the following questions (taken from “Gender,”):

1. What stereotypes do you play into, on purpose or not?
2. Do you think some stereotypes are true?
3. What assumptions do people make about you that aren’t true?
4. What assumptions do people make about you that are true?

The Apprentice

Cut out the cards below and give each student all seven cards. They will need to line them up in front of them to create their apprentice line up. Refer to lesson plan 5 for delivery instructions.

Ali

Jamie

Adriana

David

Delroy

Patrick

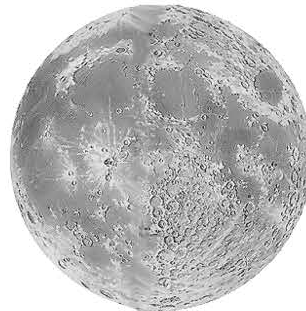
Hannah

The Apprentice Activity

Taken from: Lesson 5: Prejudice and stereotypes. (2016). *Equality and Human Rights Commission*. Retrieved from: <https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes>

Choose your apprentice

- You are an entrepreneur, like Alan Sugar on *The Apprentice*.
- You need to 'hire' an engineer to set up life on the moon!
- It's a big, challenging job that will make history.
- It needs the right apprentice - someone with resilience, determination, engineering expertise and great people skills!



Choose your apprentice

- Line up the cards in front of you - that is your apprentice line up.
- Each time I reveal a layer of information about each apprentice, you need to 'fire' one person by removing them from your line up.
- Who will you 'fire' and 'hire'?

Choose your apprentice

The apprentices...

Fire one now so you have six remaining

Ali	Patrick	Jamie	David	Adriana	Hannah	Delroy

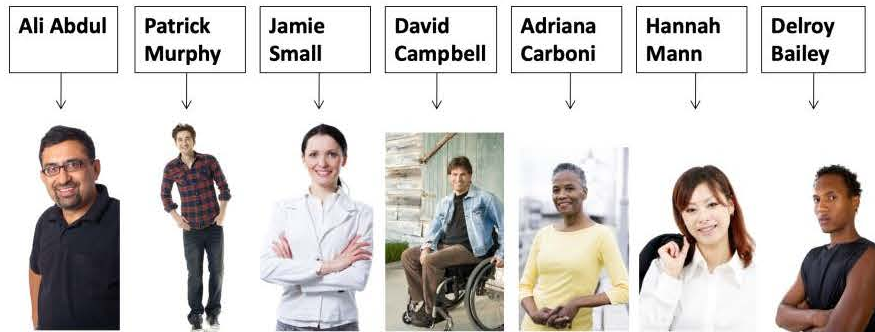
Choose your apprentice

Fire one now so you have five remaining

Ali Abdul	Patrick Murphy	Jamie Small	David Campbell	Adriana Carboni	Hannah Mann	Delroy Bailey
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Choose your apprentice

Fire one now so you have four remaining



Choose your apprentice

Fire one now so you have three remaining

Ali Abdul	Patrick Murphy	Jamie Small	David Campbell	Adriana Carboni	Hannah Mann	Delroy Bailey
						
Hetero-sexual	Gay	Lesbian	Hetero-sexual	Hetero-sexual	Hetero-sexual	Hetero-sexual








Choose your apprentice

Fire one now so you have two remaining

Ali Abdul	Patrick Murphy	Jamie Small	David Campbell	Adriana Carboni	Hannah Mann	Delroy Bailey
						
Physically fit but wears glasses	Physically and mentally fit	Physically fit and mentally fit	Physically disabled, mentally fit	Physically and mentally fit	Pregnant, physically & mentally fit	Physically fit but suffers anxiety

Choose your apprentice

Fire one now so you have one remaining

Ali Abdul	Patrick Murphy	Jamie Small	David Campbell	Adriana Carboni	Hannah Mann	Delroy Bailey
						
Ex-Army	Entrepreneur / business man	Firewoman	Doctor of engineering	Engineer and project manager	Army engineering officer	Engineer graduate

Who was your choice?

- What choice did you make?
- Are you pleased with your hired apprentice?
- Would you have made a different decision if you had the qualifications information first?
- What is wrong with judging people with such little information?
- What do you think influenced your decisions?
- Do you think people often judge people like this in our everyday life?
- What could be the consequences of pre-judging people?

Just Because

Just because I am _____,

I am not _____

I am not _____

I am not _____

I am _____.

Just because I am _____,

I am not _____

I am not _____

I am not _____

I am _____.

Just because I am _____,

I am not _____

I am not _____

I am not _____

I am _____.

*Taken from Gender. (n.d.). *San Diego County District Attorney*. Retrieved from:

<http://www.sdcda.org/office/girlsonlytoolkit/toolkit/got-07-gender.pdf>

References

Gender. (n.d.). *San Diego County District Attorney*. Retrieved from:

<http://www.sdcda.org/office/girlsonlytoolkit/toolkit/got-07-gender.pdf>

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from: <https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes>

Stereotype. (n.d.). *English Oxford Living Dictionary*. Retrieved from:

<https://en.oxforddictionaries.com/definition/stereotype>

Lesson 3: Race and Ethnicity

Time Span: 50 minutes

Objectives: Students will be able to define both race and ethnicity and differentiate between the two concepts.

Students will understand the negative effects of racism.

Overview/Rationale: Race is one of the most overt ways to notice differences in people, but ethnicity is something much more complicated and not necessarily discussed as frequently. Unfortunately, racism is common in today's society. I believe it is important for students to learn how racism can affect people in order to foster a sense of empathy towards others.

Materials Needed: Copies of "Followed by a police officer;" "A slur directed at me;" "A lesson from kindergarten;" and "What I wish to tell" from "First encounters with racism." Computer with internet access

Vocabulary:

- Race- "physical differences that groups and cultures consider socially significant" ("Race and ethnicity," 2018)
- Ethnicity- "shared culture, such as language, ancestry, practices, and beliefs" ("Race and ethnicity," 2018)
- Racism- "Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior" ("Racism," n.d.)

Warm-up: Watch "Race, Ethnicity, Nationality, and Jellybeans" (found here: <https://youtu.be/CqV3CK6QfcU>). Ask students what they already know about race and ethnicity and/or what questions they have; this will give you an understanding of where your class stands with the topic prior to getting into the material.

Main Activity: Have students break up into small groups and give each group a copy of one of the four stories from "First encounters with racism." Allow students approximately 10 minutes to read through their story and make note of anything that stands out to them. After reading the story, have each group discuss the following questions based on the story they read (Questions taken from "First encounters," 2017; https://www.nytimes.com/2017/08/02/us/first-encounters-with-racism.html?_r=0&module=inline):

After approximately 10 minutes of small group discussion, have a discussion with the entire class. Have someone from each group summarize their story and share what their group discussed, and then facilitate a discussion regarding racism. Potential questions could include:

- What stood out to you in each story?
- How were the people in each story affected by racism?
- What are other ways people might be affected by racism today?
- Did anything challenge what you knew or thought you knew? How so?

Assignment: Have students pick one of the four stories they read/heard about today. Students should write at least two paragraphs about how they would have responded to the situation presented in the story if they were the main character. They should also discuss how they would feel if they were involved in the situation. After discussing this, students should write two paragraphs about their own experiences with race and racism. This can include any personal stories, what they have seen in the news, what they have been taught, etc.

Evaluation/Outcome Measure: In their journals, have students write their own definitions of race and ethnicity and explain the difference between the two. Have students write down examples of how racism negatively affects people.

Alternate Activity: Watch “A conversation about growing up black” as a class (find video here: <https://www.nytimes.com/2015/05/07/opinion/a-conversation-about-growing-up-black.html>).

Have a class discussion about the video with the following questions: (video and questions adapted from Brewster & Peltz, 2015)

1. What are your reactions to this video?
2. What stood out to you?
3. If you’ve never experienced anything like what was talked about in the video, how do you think that might feel?
4. What will you take away from this video?
5. What questions do you still have?

Alternate Assignment: Brainstorm ways you, as an individual, can make changes to ensure that all people are treated with respect, regardless of their race or ethnicity. Give me at least two examples of specific actions you can take. Then, think bigger; how can we as a class create an environment where everyone feels welcomed? Give me at least two examples of how we can do this.

- The day after students complete this assignment, discuss their responses in class. As a class, pick two suggestions and implement them in your classroom.

Followed by a Police Officer



Riley Lockett, 16, Youth Radio

Oakland, Calif.

Black

About two months ago, I was walking to the BART station from school, sipping on soda and listening to a podcast when I noticed a blue uniform following me like a shadow. It was a white police officer. He scanned me as if he were the Terminator, trying to see if I posed a threat. I had never been stopped by a cop before. But I wasn't scared or even nervous. I was prepared.

My mother was always gearing me up for something: a good education, future job security and, most of all, institutionalized racism. Every time we passed a police car, she would drill my sister and me on what to do if and when a police officer stops us. We would begrudgingly repeat what our superior said: "Maintain eye contact, stand straight, speak when spoken to, no sudden movements."

As children, we never understood why she grilled us like that. Then, when I was 12, Trayvon Martin was killed. Even though it wasn't a cop who killed him, I started to comprehend what she was preparing us for. Although we live in a quiet suburb of Oakland, we are in a city where a police officer is usually seen as more of a threat than a friend. As a young black man, I know an officer of the law can shoot me no matter where I am — and maybe especially in the middle of Orinda, the mostly white city where I was being stopped for the first time.

So, as the cop was questioning me, I decided to practice what my mom preached.

“Is there a problem, officer?” I asked in my most articulate, mature, but nonviolent voice.

“No. What’s your name?”

“Riley Lockett.”

“How old are you?”

“Sixteen.”

“Where do go to school?”

“Orinda Academy, just up the hill. But I live in Oakland.”

“Do you have ID?”

“Yes, here you go.”

I felt like I was performing a one-man show I’ve been rehearsing my whole life. He eyed my ID, then looked through me while handing it back. He turned on his radio and mumbled some breaker-breaker nonsense into it, and in a few seconds he got a few squawks back.

“You’re free to go,” he said to me in a tone that made it sound like his mind was on something else.

I felt bold enough to ask, “What was the problem, officer?”

“Oh, some guy robbed a convenience store a couple streets over,” he told me. “He fled in this direction, and you matched the description.”

I’ve never had to face the color of my skin in anything but a mirror. So as far as police interactions go, I’d say my first one went pretty well. I know there will be plenty more as I get older.

Having to spend my childhood rehearsing for the day a police officer would pull me over may sound scary. And I’m aware it’s not something parents of all races feel the need to teach their kids. But the day it actually happened, I was grateful, at least, that my mom made sure I was ready.

Questions:

- What happened to Riley and what was his response?
- What is your personal reaction to this story?

- Why does Riley say that in his community, a police officer is usually seen more of a threat than a friend?
- What impact do you think his needing to “prepare” has on him?

From: First encounters with racism. (2017, August 2). *The New York Times*. Retrieved from:

https://www.nytimes.com/2017/08/02/us/first-encounters-with-racism.html?_r=0&module=inline

A Slur Directed at Me
Sign Up for the Crossing the Border Newsletter



Marianne Nacanaynay, 15, Youth Radio

Mountlake Terrace, Wash.

Filipina

The first time someone directed a racial slur toward me I was at a pizza place in Everett, a town in western Washington State. One of my friends who works with me on our high school newspaper wanted to get lunch early, and the place was already crowded with a line stretching around the block. I was waiting outside of the restaurant and chatting on the phone when out of the corner of my eye, I saw two dudes walking by. They were young looking — teenagers or 20-somethings — with light skin and blond/brown hair. As they passed me, I heard them laugh and say, “(expletive) chink.”

It took me a few moments to process what I had just heard. I was taken aback, but not exactly surprised. After all, there I was, a Filipina reporter covering a Trump rally.

Washington State tends to be super liberal. We had the first elected married gay mayor of a major American city. We’ve legalized recreational marijuana. Until recently, Republicans I knew here were mostly “in the closet” in the sense they didn’t talk much about their opinions in public. But I’ve learned that doesn’t mean racism doesn’t exist in Washington — it’s just typically a less overt brand of racism.

Growing up, I lived in Auburn, a suburb south of Seattle, and there weren’t a lot of other kids who looked like me. Back then, it didn’t bother me, because I didn’t think too much about race.

My family raised me with phrases like “People are people,” and “It’s who you are inside that counts.”

I remember the time I had a white classmate come over to my house for dinner. We served *adobo*, which is chicken or pork that’s been marinated in soy sauce or vinegar then fried, and *ube*, a dessert made of purple yam. The girl politely tried everything but mostly pushed the food around the plate. When I asked her about it later, she said the flavors weren’t familiar to her.

Then in sixth grade we moved to Mountlake Terrace, a suburb about 20 minutes north of Seattle with a noticeable Asian population. Being around more Asian friends, I found myself reflecting differently on my interactions with white peers.

I brought a plate of the same *adobo* to a party, and people loved it. Having people like my culture made me feel more comfortable with it, too.

So, after years of slowly opening myself up to having pride about my race and culture, hearing two boys call me a chink in the middle of a pizza place was a snap back to reality. On the one hand, it was so over-the-top, it was almost comical. I mean, it’s not even the right racial slur, since I’m not Chinese.

Sometimes I think back on that incident, like when I hear about other people being called a racial slur, or when I hear about people harassing others at Trump rallies. And I remember how I felt vulnerable. It’s a reminder that there are some places where I am still considered the “other.”

Questions:

- What happened to Marianne and what was her response?
- What is your personal reaction to this story?
- Why do you think Marianne wasn’t initially surprised when she heard the slur directed at her?
- What does Marianne mean when she says Washington has a “less overt” brand of racism?
- In what ways did Marianne think differently about her interactions with white peers after she moved to a town with more Asian-American people?

From: First encounters with racism. (2017, August 2). *The New York Times*. Retrieved from:

https://www.nytimes.com/2017/08/02/us/first-encounters-with-racism.html?_r=0&module=inline

A Lesson From Kindergarten



Maya James, 19, Youth Radio

Traverse City, Mich.

Mixed Race (Black/White)

Shortly after enrolling in kindergarten, one of my classmates threw the N-word at me in a small scuffle. I cannot remember what the little boy was so upset about — it was probably something elementary school students usually get upset about. Maybe I was hogging the markers; maybe I cut in line, or vice versa.

It was the first time I had ever heard that word. I didn't know how to react. I had many questions. Should I be upset? Could I call the white student the N-word, too? Who invented this word? Do adults use the word?

Before that moment, I had no idea what race was or what class meant. Now I had to grow up.

My teachers tried to intervene — yanking the little boy's arm and demanding he look in my eyes and "see the pain she feels!" They forced him to stay in and write apology letters during recess in their words, not his. "I should have thought before saying black people are bad," says one note I've kept all these years, "To me, you are a good friend."

But the letters didn't stop the name-calling or the rock throwing at recess, at the bus stop or after school.

Back then I had a lot of loud temper tantrums. I was not a picnic for my parents. I cried a lot, I was irritable. That's when my father — who grew up in Longview, Tex., at the height of Jim Crow politics — started talking to me about race. After my teachers told him about the incident, he had no choice; he had to teach his 5-year-old daughter the tragic story of African genocide and white supremacy that was the American slave trade.

My dad's struggle and the struggle of his parents were now rubbing off on me at such a young age. No longer a little girl in the suburbs, but a descendant of people considered cattle. No reparations.

I remember thinking: This is unfair! What did I do to be born black?

Traverse City, Mich., is 94 percent white. So it's no wonder I felt alone growing up as a half-black, half-white little kid.

I am biracial, but in the United States, more often than not, I am always going to be labeled a person of color. I constantly have to choose between one side of my culture and the other — always seeking a greater identity. I feel like a puzzle piece that got lost, always trying to find some way to fit.

Questions:

- What happened to Maya and what was her response?
- What is your personal reaction to this story?
- Why do you think Maya's father starting talking to her about race and racism when she was 5 years old?
- Why does Maya feel she has to choose one race over the other in how she defines herself?
- How do you think this affected Maya differently as a biracial person than it might someone who is one race or with a different racial identity?

From: First encounters with racism. (2017, August 2). *The New York Times*. Retrieved from:

https://www.nytimes.com/2017/08/02/us/first-encounters-with-racism.html?_r=0&module=inline

What I Wish to Tell



Jose, 16, Youth Radio (*Jose is undocumented. He is using his first name only to protect his privacy. His essay has been translated from Spanish.*)

Los Angeles

Salvadoran

I remember the first day I learned what American racism means. My friend and I were walking home from school and we walked by a white couple. They looked at us and started talking to each other in hushed tones. We couldn't understand everything they said, but we caught some bad stuff about Latinos and immigration, and we knew they were talking about us. We just kept on walking. It's not worth getting into a back-and-forth. It's better to just be quiet.

They don't know the stuff that we had to go through back home.

I wish I could tell them about my life in El Salvador. Back there, things are really tough with gangs. There was a time when I was walking to the store and a couple of gang members stopped me and asked, "What do you bang?" I don't, I told them. "So what are you doing in this area?" they replied. It was clearly a threat.

I would tell them how hard it was to say goodbye to my friends and family. I wasn't going to go to same school anymore. I wasn't going to have the same friends. I wasn't going to live with the family I grew up with all my life. I asked God to help me, asked him to guide me, to bless me and keep me safe during this journey.

I would tell them about the day I left home, how I woke up at 3 a.m. nervous and sad. I didn't know what to expect. I envisioned the United States as this big city where things were so close and everything was accessible, like hospitals and businesses. When I finally got here, everything felt strange to me, from the language to the streets. Everything.

I would tell them about how hard I've worked for people to accept me. At school, I've tried to be friendly, but there have been times when people have said things to me because I speak Spanish. You know, racist people who say, "This is America. You should speak English." I don't care what people say. At the end of the day, they don't pay my bills.

Back in El Salvador, I didn't really know what racism was. I knew it had something to do with discriminating against someone. After being in the United States for a while, I learned the meaning and impact of that word. It's sad that people can be hurtful. They just don't understand. It's hard to be an immigrant kid. Our backgrounds haven't been easy, and we just want something better.

Questions:

- What happened to Jose and what was his response?
- What is your personal reaction to this story?
- How did Jose and his friend know the white couple was talking about them?
- What were some of the hardships Jose faced in his journey, and why did he wish the white couple knew that?
- Why do you think Jose said he didn't understand discrimination until he came to the United States?

From: First encounters with racism. (2017, August 2). *The New York Times*. Retrieved from:

https://www.nytimes.com/2017/08/02/us/first-encounters-with-racism.html?_r=0&module=inline

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Lesson 4: Gender and Sexual Orientation

Time Span: 50 minutes

Objectives: Students will be able to define gender and demonstrate understanding that it is a spectrum.

Students will be able to define sexual orientation.

Students will be able to distinguish between gender and biological sex.

Students will understand how people who identify as part of the LGBTQ+ population might face stigma and discrimination.

Overview/Rationale: Gender and sexual orientation are becoming more common topics than they have been in previous years. It is much more common for people to have identities that are different than the “norm” of being heterosexual and identifying with the gender that matches one’s biological sex. Identifying in this way can create many problems for people, especially kids in middle school. It is important for students to be educated on the complexities of gender and sexual orientation in hopes of creating a more tolerant and welcoming society by fostering awareness and empathy.

Materials Needed: A computer with internet access; white board and markers or chalkboard and chalk; one copy of “How it feels to be different: Exercise in guided imagery.” “Creating Respectful Classrooms for LGBTQ Students” worksheet.

Vocabulary:

- Gender- “the socially constructed characteristics of men and women, such as norms, roles, and relationships” (Gender, n.d.)
- Sexual orientation- emotional/romantic attraction to other people (“Sexual orientation,” n.d.)
- Biological sex- the biological differences between males and females, usually based on reproductive organs (Newman, 2018)
- Transgender- someone whose gender identity does not match their biological sex (“Transgender,” n.d.)
- Cis-gender- someone whose gender identity matches their biological sex
- Heterosexual- when someone is attracted to another person who is of the opposite sex and/or gender
- Homosexual- when someone is attracted to another person who is of the same sex and/or gender

Warm-up: Watch “Gender identity: Being female, male, transgender, or gender fluid” (found here: <https://youtu.be/W9YwOE8ndnc>). Follow up the video with the “Put in a Box” activity and discussion (see attached Curriculum Guide). In the discussion, ask students how it feels to be “put in a box” based on their gender.

- Hopefully, students will notice there are things in both boxes they do/are interested in, sparking a discussion about how we don’t like it when people put us into boxes like this.

Main Activity: (Activity adapted from “Introduction to sexual orientation” by Advocates for Youth) Begin by reading “How it feels to be different: Exercise in Guided Imagery” Have students get into groups of two to four and talk about what it would feel like to have to keep so many secrets about themselves. Have groups also discuss what those feelings might lead them to do if this were a real life situation.

Next, have a discussion as an entire class. If groups are willing, have some share what they discussed as a small group with the whole class. Then, explain that the situation presented in the exercise is a real life situation faced by many people who identify as gay, lesbian, bisexual, or transgender. Some questions to use when leading the discussion with the entire class are:

1. What was your reaction to this activity?
2. How would it feel to have to hide something as important and as basic as your sexual orientation or gender? How would that affect your life? (“Introduction to sexual orientation,” 2005)
3. If you felt like you had no one to talk to about this issue, what might that lead you to do?
 - a. Drop out of school, isolate yourself, be sad, self-harm, use drugs/alcohol, etc.
4. What are some things you can do to be supportive of people who are LGBTQ+?

Assignment: Creating Respectful Classrooms for LGBTQ Students worksheet

Evaluation/Outcome Measure: Students should journal their reactions to today’s lesson. In addition to their overall reactions and lingering questions, their journal entries should include a discussion of what they learned and what questions they might still have. Lastly, they should include examples of how people who identify as part of the LGBTQ+ population can face stigma and discrimination.

Alternate Activity: As an alternate warm-up activity to be used after briefly discussing sexual orientation and heterosexuality/homosexuality, give each student a copy of the “Heterosexual Questionnaire,” have them fill it out, then have a discussion about their reactions to it. How did it feel to be asked those questions? How did it feel to answer them?

Alternate Assignment: Complete the Gender and Sexual Orientation Worksheet

Objective:

Students will begin to understand the many different factors that are associated with people's gender. This will get students engaged with the topic.

Overview of Activity:

Students will generate factors associated with specific gender norms.

Materials:

Chalkboard or whiteboard and corresponding writing utensils; copies of the "Heterosexual Questionnaire;"

Time Required:

5-10 minutes

Instructions:

1. On the board draw two large squares, labeling one "Boys/Males" and the other "Girls/Females".
2. Have students name things that are commonly associate with males/females. This could be roles (such as mom/dad), toys (Barbie dolls/trucks), activities/interests (makeup/cars), etc.

Facilitator Notes and Ideas:

- Instead of having students shout out the answers, you could have them come up to the board and write their answers themselves; this could get help them get more engaged with the topic
- The facilitator could divide the class into small groups and have each group complete the activity on their own paper then come together as an entire class and discuss what each group had, writing everything down on the board. This might help students who are less apt to speak up in a large group still feel like they are participating and have input.

How It Feels to Be Different: Exercise in Guided Imagery

Slowly read the following to the participants.

Please get comfortable. If you feel comfortable to do so, close your eyes as you sit or lay back. Concentrate as I take you to a world very different from the one in which we live—a world in which you are straight, but everyone else is not. In this world, almost all of the teachers and students in your school are gay. All of your friends and family members are gay; most of the doctors, judges, politicians and world leaders are gay. Celebrities are all gay, as are all of the priests, rabbis, Sufis, and imams. In this world, all of the books and television programs are about gay characters, and marriage is legal only for gay couples.

Of course, there are some straight people, but they are ridiculed and whispered about. Clearly, there is something really bad about being straight. You have heard things like: straight people are sick; they are obsessed with sex. Programs on television sometimes explore the curious 'straight lifestyle,' describing how straight people are always getting pregnant or infected with HIV. In these programs, straights are like the characters out of an old circus sideshow—exposed for their oddities. Your friends have told you that straight people are often child abusers and you have overheard your neighbor saying that straights are emotionally disturbed and have no morals.

Last year there was a big problem in your town because someone accused one of the teachers of being straight—parents don't want straight people to teach their children—so, the teacher was fired even though she insisted that she was gay. There are few, if any, protections for straight people. You have heard that straights can't lead scout troops, and

that straights can be fired from their jobs or kicked out of the military if people find out about them. There's even a story you heard last week about a kid who was kicked out of his own home because he told his dad he might be straight.

This is all very scary for you because you are beginning to think that you, too, might be straight. More than anything in the world, you want your parents to love you, to accept you as you are. What will they say if you tell them that you might be straight?! The thought of telling them—of telling anyone—makes you sick to your stomach. Who can you turn to? Your brothers talk nonstop about how cute the quarterback on the local football team is. Your sister has a crush on the latest supermodel. You wish you had a crush on someone of your own sex, but you don't! It's people of the opposite sex that attract you. No one in your family has these feelings—in fact, no one you know has them, so you continue to hide this scariest of secrets. Somewhere deep inside you understand that, if people found out who you really are, they would ridicule you. Worse yet—they might not love you anymore!

Sometimes you think that you have to tell someone about this secret. You spend hours thinking about whom to approach. You remember when you were a kid hearing your dad tell nasty jokes about straights at the dinner table and everyone laughed. So, you can't tell your family. You remember your family's religious leader telling the congregation that being straight is unnatural and immoral and the whole congregation nodded in agreement. So telling the religious leader is definitely out. In health class you learned that it is normal to feel physically and emotionally attracted to people of your same sex. No one

talked about being attracted to someone of the opposite sex. You are sure that what you are feeling cannot be normal and that no one can help you. Last week in math class, two of the popular athletes started taunting this shy kid and calling him 'straight.' The teacher just ignored it. You heard her laugh the week before, however, when the kid in the second row called out in disgust that the poem the class was supposed to read for English was 'so straight.'

All of this makes you feel really isolated and afraid. You are unsure what to do. Where can you turn? Who can you talk to? You can't talk about your feelings at home; your school feels unsafe; you don't trust your friends to support you. Having this secret is a little like having a piranha inside—it keeps eating away at your self-esteem, so that after a while you hate how you feel and you hate yourself, too!

* From: Adams, F. (2005). How it feels to be different: Exercise in guided imagery.

Advocates for Youth. Retrieved from: <http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/238?task=view>

Creating Respectful Classrooms for LGBTQ Students

Name: _____

Instructions: Watch the video, “Dealing with Difference,” which can be found online at <http://www.hrmvideo.com/catalog/dealing-with-difference-opening-dialogue-about-lesbiangay-and-straight-issues>, until 1:45. Then answer the questions that follow.

1. What happened in this video clip?
2. What things happened to make this an unsafe classroom environment?
3. Why do you think the teacher and other students didn’t say anything to stop the disrespectful interactions?
4. What should they have done?

Taken from: I Am Who I Am. (2017, December 8). *Advocates for Youth*. Retrieved from: <http://advocatesforyouth.org/3rscurric/documents/7-Lesson-6-3Rs-IAMWhoIAm.pdf>

Heterosexual Questionnaire

Please answer the following questions as honestly as possible.

1. What do you think caused your heterosexuality?
2. When and how did you first decide you were heterosexual?
3. Is it possible that your heterosexuality is just a phase you may grow out of?
4. Is it possible that your heterosexuality stems from a fear of others of the same sex?
5. If you have never slept with a member of your own sex, is it possible that you might be gay if you tried it?
6. If heterosexuality is normal, why are so many mental patients heterosexual?
7. Why do you heterosexual people try to seduce others into your lifestyle?
8. Why do you flaunt your heterosexuality? Can't you just be who you are and keep it quiet?
9. The great majority of child molesters are heterosexual. Do you consider it safe to expose your children to heterosexual teachers?
10. With all the societal support that marriage receives, the divorce rate is spiraling. Why are there so few stable relationships among heterosexual people?
11. Why are heterosexual people so promiscuous?
12. Would you want your children to be heterosexual, knowing the problems they would face, such as heartbreak, disease, and divorce?

*Created by Martin Rochlin, Ph.D., January 1977, and adapted for use here.

Gender and Sexual Orientation Worksheet

Name _____

Match the following term with its definition.

- | | |
|------------------------|-------------------------------------------------------------------------------------------------------|
| ___ Gender | A. when someone is attracted to another person who is of the same sex and/or gender |
| ___ Cis-gender | B. biological differences between males and females, usually based on reproductive organs |
| ___ Homosexual | C. the socially constructed characteristics of men and women, such as norms, roles, and relationships |
| ___ Sexual orientation | D. someone whose gender identity does not match their biological sex |
| ___ Transgender | E. emotional/romantic attraction to other people |
| ___ Biological sex | F. someone whose gender identity matches their biological sex |
| ___ Heterosexual | G. when someone is attracted to another person who is of the opposite sex and/or gender |

What is the difference between biological sex and gender?

List at least two ways you could act as an ally for someone who identifies as part of the LGBTQ population.

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Lesson 5: Ability

Time Span: 50 minutes

Objectives:

- Students will be able to define ableism and disability.
- Increase knowledge about disabilities.
- Increase empathy towards those with disabilities.
- Students will learn that there are a variety of disabilities that cannot always be seen.
- Students will consider ableist attitudes and assumptions towards people with disabilities, and ways to challenge those assumptions.

Overview/Rationale: When we think about disabilities, the first thing that comes to most people's minds are those who are physically disabled. While that is the most obvious form of disability, there are disabilities that lie beneath the surface that students should learn to be aware of in order to increase their empathy towards others.

Materials Needed: Researching Disabilities handout; computers for each student with internet access; Projector; Dyslexia Exercise worksheets

Vocabulary:

- Ableism: discrimination in favor of able-bodied people
- Able-bodied: not physically disabled
- Disability: physical or mental condition that limits one or more major life activity ("What is," 2018)

Warm-up: Start by asking students if they have ever heard of ableism; have them define it if they can.

With a partner discuss the following questions: What is a disability? What types of disabilities are there? What questions do you have about certain disabilities? Then, have students get into 3 groups. Each group will be assigned one of the following disorders to research using the Researching Disabilities handout: dyslexia, ADHD, autism spectrum disorder. Adapted from "Understanding disabilities," n.d.).

Main Activity: Each group will share what they learned with the class. After each group presents their findings, the entire class will complete a simulation-type of activity respective to the disability previously discussed. When all three groups have finished presenting and the activities are completed, have a class discussion. What was difficult? What was surprising? How will you apply what you've learned?

Links to each activity are referenced below:

- Dyslexia: See attached "Dyslexia Exercise Curriculum Guide"
- ADHD: "Experience it: Attention issues," 2018 found here:
<https://www.understood.org/en/tools/through-your-childs-eyes/player?simq=66dc223a-29e3-4956-ae1e-e7b1beff3584&standalone=true&simulation=true>

- Autism Spectrum Disorder: WeirdGirlCyndi, 2007 found here: <https://www.youtube.com/watch?v=BPDTUotHe0&feature=youtu.be>

Assignment: Choose a disability that cannot be seen (i.e. not a physical disability) that you want to learn more about and research it. I have provided a list if you need suggestions. Write two paragraphs about what you learned and how you could help create a positive classroom environment for someone with this disability (Adapted from “Understanding disabilities,” n.d.).

Evaluation/Outcome measure: Students will write their own definitions of ableism and disability. They will write one thing they learned about dyslexia, ADHD, autism, cerebral palsy, blindness, and deafness. They will also choose one of the experience exercises and write about their experience.

Alternate Warm-Up Activity: Watch the following videos:

- “Reading Issues” found here: <https://www.understood.org/en/tools/through-your-childs-eyes#cs8AE75781B8274405BBFDCA7D711FF4B9>
- “Attention Issues” found here: <https://www.understood.org/en/tools/through-your-childs-eyes#cs8AE75781B8274405BBFDCA7D711FF4B9>
- “Math Issues” found here: <https://www.understood.org/en/tools/through-your-childs-eyes#cs8AE75781B8274405BBFDCA7D711FF4B9>

After watching these videos, have students discuss what they learned. What surprised them?

Alternate Assignment: Go to <https://www.understood.org/en/tools/through-your-childs-eyes#cs8AE75781B8274405BBFDCA7D711FF4B9> and complete each of the simulations and watch all of the “Children’s Stories.” Write a reflection paper of 1-2 pages detailing what you learned. What activity was the hardest? Why? Did you relate to any of the stories? How will you use these exercises to change your interactions with other students, whether they have a noticeable disability or not?

Researching Disabilities

For your group's topic, complete research on the following elements to help structure your work.

1. What part(s) of the body/mind does this disability affect?
2. How does this disability affect a person?
3. What are some specific challenges a person with this disability may need to overcome?
4. What is one thing you never knew about this disability that you learned from doing this research?
5. What new questions do you have about this disability that you would like to explore more in depth?

Taken from: Researching disabilities (n.d.) *Teaching Tolerance*. Retrieved from:

http://www.tolerance.org/sites/default/files/general/tt_researching_disabilities.pdf

Dyslexia Exercise Curriculum Guide

Objective:

Help students experience what it is like to have dyslexia in order to increase their empathy towards others with learning disabilities.

Overview of Assignment:

Students will complete this individually at first, then it will be discussed as a group. They will read a paragraph that is meant to simulate reading with dyslexia; then they will read the translated version.

Materials:

Copies of “Dyslexia Exercise” worksheet.

Instructions:

1. Distribute copies of the un-translated paragraph and ask students to decode it.
2. After about 5-10 minutes, ask for a student to read the paragraph aloud.
3. Then give each student a copy of the transcribed version and ask someone to read it aloud.
4. After students were given the translation, ask students how they felt reading the first worksheet. What was difficult?

Reference:

Adapted from: Appendix 13: Learning disability simulation. (n.d.).

Dyslexia Exercise

Please decode the following:

E ach chilb miths le ar mimp biza dili tyis a nudiuib uald ut s omeg sne ral oberact eris tic a bo
exist:

ye oraye yas ever apr or ado veanerape lwtel lip ence; so me oft he we re gre nelevt syw gto ws
ap pear tod e – bis or ber sof wotor ac tivity; d. so r ber sofe wotional ity; b. sor be Rs off ber
ceptio; D i sorbersof concegation; D, so. R be r s o f a tt en tiow; d, s orbers ofwe worry.

NOW lestsbuscus ssowe of your „percegtual grodlews.“

1. li ststeom eo F the things t hat we bey onrr eab inq t ask wor ebiff ie ult.
2. I is tsou we o Ft he thi ng s yon bib t haten ad led yo u tor eab tyis pager. Wh atmere so we of
yo ur re ac ti ou so rt ho ug tsw hi le ntt emgt in gtor ea bthis?

Adapted from: Appendix 13: Learning disability simulation. (n.d.).

Dyslexia Exercise

Translation:

Each child with a learning disability is an individual but some general characteristics do exist: He/she has average or above average intelligence; some of the more prevalent symptoms appear to be – disorders of motor activity; disorders of emotionality; disorders of perception; disorders of attention; disorders of memory.

Now let's discuss some of your „perceptual problems.“

1. List some of the things that made your reading task more difficult.
2. List some of the things you did that enabled you to read this paper.

What were some of your reactions or thoughts while attempting to read this?

Adapted from: Appendix 13: Learning disability simulation. (n.d.).

List of Invisible Disabilities to Explore

Anxiety
Asperger Syndrome
Auditory Processing Disorder
Bipolar Disorder
Deafness/ Hard of Hearing
Depression
Dyscalculia
Dysgraphia
Executive Function Disorder
Fibromyalgia
Language Processing Disorder
Multiple Sclerosis
Personality Disorders
Schizophrenia
Visual Perceptual/ Visual Motor Deficit

Adapted from: Understanding disabilities. (n.d.). *Teaching Tolerance*. Retrieved from:

<https://www.tolerance.org/classroom-resources/tolerance-lessons/understanding-disabilities>

References

Appendix 13: Learning disability simulation. (n.d.).

Attention Issues. (n.d.). *Understood*. Retrieved from:

<https://www.understood.org/en/tools/through-your-childs-eyes#cs8AE75781B8274405BBFDCA7D711FF4B9>

Experience it: Attention Issues. (n.d.). *Understood*. Retrieved from:

<https://www.understood.org/en/tools/through-your-childs-eyes/player?simq=66dc223a-29e3-4956-ae1e-e7b1beff3584&standalone=true&simulation=true>

Math Issues. (n.d.). *Understood*. Retrieved from: [https://www.understood.org/en/tools/through-](https://www.understood.org/en/tools/through-your-childs-eyes#cs8AE75781B8274405BBFDCA7D711FF4B9)

[your-childs-eyes#cs8AE75781B8274405BBFDCA7D711FF4B9](https://www.understood.org/en/tools/through-your-childs-eyes#cs8AE75781B8274405BBFDCA7D711FF4B9)

Reading Issues. (n.d.) *Understood*. Retrieved from:

<https://www.understood.org/en/tools/through-your-childs-eyes#cs8AE75781B8274405BBFDCA7D711FF4B9>

Researching disabilities (n.d.) *Teaching Tolerance*. Retrieved from:

http://www.tolerance.org/sites/default/files/general/tt_researching_disabilities.pdf

Understanding disabilities. (n.d.). *Teaching Tolerance*. Retrieved from:

<https://www.tolerance.org/classroom-resources/tolerance-lessons/understanding-disabilities>

WeirdGirlCyndi. (2007, September 17). *Sensory Overload Simulation* [Video file]. Retrieved

from: <https://www.youtube.com/watch?v=BPDTEuotHe0&feature=youtu.be>

What is the definition of disability under the ADA? (2018). *Americans with Disabilities Act*

National Network. Retrieved from: <https://adata.org/faq/what-definition-disability-under-ada>

Resource Aid

Books

1. Baskin, N.R. (2010). *Anything but typical*. New York City, NY: Simon & Schuster.
 - a. " Jason Blake is an autistic 12-year-old living in a neuro-typical world. Most days it's just a matter of time before something goes wrong. But Jason finds a glimmer of understanding when he comes across PhoenixBird, who posts stories to the same online site as he does. Jason can be himself when he writes and he thinks that PhoenixBird-her name is Rebecca-could be his first real friend. But as desperate as Jason is to meet her, he's terrified that if they do meet, Rebecca will only see his autism and not who Jason really is. By acclaimed writer Nora Raleigh Baskin, this is the breathtaking depiction of an autistic boy's struggles-and a story for anyone who has ever worried about fitting in."
2. Betancourt, J. (1995). *My name is brain Brian*. New York City, NY: Scholastic Paperbacks.
 - a. This book "is the sensitive portrayal of a boy who struggles to hide his dyslexia from his friends. Based on the author's personal experience as a dyslexic, this novel is 'drawn from real insight'."
3. Cisneros, S. (1991). *The house on mango street*. New York City, NY: Vintage Books.
 - a. " Told in a series of vignettes – sometimes heartbreaking, sometimes deeply joyous – it is the story of a young Latina girl growing up in Chicago, inventing for herself who and what she will become...Esperanza Cordero, a girl coming of age in the Hispanic quarter of Chicago, uses poems and stories to express thoughts and emotions about her oppressive environment."
4. Crossan, S. (2018). *The weight of water*. London, UK: Bloomsbury Publishing.
 - a. " *The Weight of Water* is a coming-of-age story that deftly handles issues of immigration, alienation, and first love. Moving and poetically rendered, this novel in verse is the story of a young girl whose determination to find out who she is prevails."
5. Dorros, A. (2014). *Under the sun*.
 - a. "This story chronicles the trials and tribulations of thirteen-year-old Ehmet as he and his mother flee his war-torn home of Sarajevo, Bosnia. Throughout his journey, Ehmet encounters ethnic, racial, and religious prejudice, but he also finds deep friendship."
6. Flake, S.G. (2007). *The skin I'm in*. New York City, NY: Hyperion Book.
 - a. "Maleeka Madison is a strong student who has had enough of being teased about her “too black” skin and handmade clothes. So when she starts seventh grade, she decides to adopt a sassier attitude and a tougher circle of friends. The last thing she expects is to get “messed up” with another “freak,” but that’s exactly what happens. After a new teacher, whose face is disfigured from a skin disease enters her life, will Maleeka be able to learn to love the skin she’s in?”
7. Frazier, S.T. (2011). *The other half of my heart*. New York City, NY: Yearling.

- a. " When Minerva and Keira King were born, they made headlines: Keira is black like Mama, but Minni is white like Daddy. Together the family might look like part of a chessboard row, but they are first and foremost the close-knit Kings. Then Grandmother Johnson calls, to invite the twins down South to compete for the title of Miss Black Pearl Preteen of America. Minni dreads the spotlight, but Keira assures her that together they'll get through their stay with Grandmother Johnson. But when their grandmother's bias against Keira reveals itself, Keira pulls away from her twin. Minni has always believed that no matter how different she and Keira are, they share a deep bond of the heart. Now she'll find out whether that's really true."
8. Gallo, D.R. (2007). *First crossing: Stories about teen immigrants*. Somerville, MA: Candlewick.
 - a. " Fleeing from political violence in Venezuela, Amina and her family have settled in the United States. Sarah, adopted, is desperate to know her Korean birth parents. Adrian's friends have some spooky — and hilarious — misconceptions about his Romanian origins. Whether their transition is from Mexico to the United States or from Palestine to New Mexico, the characters in this anthology have all ventured far and have faced countless challenges. Each of these stories is unique, and each one has something to say to all of us."
9. Gino, A. (2017). *George*. New York City, NY: Scholastic, Inc.
 - a. "When people look at George, they think they see a boy. But she knows she's not a boy. She knows she's a girl. George thinks she'll have to keep this a secret forever. Then her teacher announces that their class play is going to be *Charlotte's Web*. George really, really, REALLY wants to play Charlotte. But the teacher says she can't even try out for the part . . . because she's a boy. With the help of her best friend, Kelly, George comes up with a plan. Not just so she can be Charlotte -- but so everyone can know who she is, once and for all."
10. Guerrero, D. & Burford, M. (2016). *In the country we love: My family divided*. New York City, NY: Henry Hold and Co.
 - a. "Diane Guerrero, the television actress from the megahit *Orange is the New Black* and *Jane the Virgin*, was just fourteen years old on the day her parents were detained and deported while she was at school. Born in the U.S., Guerrero was able to remain in the country and continue her education, depending on the kindness of family friends who took her in and helped her build a life and a successful acting career for herself, without the support system of her family. *In the Country We Love* is a moving, heartbreaking story of one woman's extraordinary resilience in the face of the nightmarish struggles of undocumented residents in this country. There are over 11 million undocumented immigrants living in the US, many of whom have citizen children, whose lives here are just as precarious, and whose stories haven't been told. Written with bestselling author Michelle Burford, this memoir is a tale of personal triumph that also casts a much-needed light on the fears that haunt the daily existence of families likes the

- author's and on a system that fails them over and over."
11. Howe, J. (2011). *Misfits*. New York City, NY: Atheneum Books.
 - a. "This humorous novel provides an insightful look into preadolescent stereotyping and degrading labeling through the eyes of Bobby Goodspeed and his "gang" of middle school "misfits."
 12. Konigsberg, B. (2015). *Openly straight*. New York City, NY: Arthur A. Levine Books.
 - a. "Rafe is a normal teenager from Boulder, Colorado. He plays soccer. He's won skiing prizes. He likes to write. And, oh yeah, he's gay. He's been out since 8th grade, and he isn't teased, and he goes to other high schools and talks about tolerance and stuff. And while that's important, all Rafe really wants is to just be a regular guy. Not that GAY guy. To have it be a part of who he is, but not the headline, every single time. So when he transfers to an all-boys' boarding school in New England, he decides to keep his sexuality a secret -- not so much going back in the closet as starting over with a clean slate. But then he sees a classmate breaking down. He meets a teacher who challenges him to write his story. And most of all, he falls in love with Ben... who doesn't even know that love is possible."
 13. Kuklin, S. (2015). *Beyond magenta: Transgender teens speak out*. Somerville, MA: Candlewick Press.
 - a. "Author and photographer Susan Kuklin met and interviewed six transgender or gender-neutral young adults and used her considerable skills to represent them thoughtfully and respectfully before, during, and after their personal acknowledgment of gender preference. Portraits, family photographs, and candid images grace the pages, augmenting the emotional and physical journey each youth has taken. Each honest discussion and disclosure, whether joyful or heartbreaking, is completely different from the other because of family dynamics, living situations, gender, and the transition these teens make in recognition of their true selves."
 14. Vawter, V. (2014). *Paperboy*. New York City, NY: Yearling.
 - a. " Little Man throws the meanest fastball in town. But talking is a whole different ball game. He can barely say a word without stuttering—not even his own name. So when he takes over his best friend's paper route for the month of July, he's not exactly looking forward to interacting with the customers. But it's the neighborhood junkman, a bully and thief, who stirs up real trouble in Little Man's life."

Activities

15. Bettmann, E.H. & Tiven, L. (2004). Lesson 4: Stereotypes [PDF File]. *Partners Against Hate*, 19-21.
 - a. This lesson helps students "examine how people develop stereotypes and consider how stereotypes can lead to prejudice."
16. Bettmann, E.H. & Tiven, L. (2004). Lesson 6: Name-calling [PDF File]. *Partners*

Against Hate, 24-26.

- a. This lesson helps students “examine the consequences of using stereotypical labels to describe people and to consider appropriate responses to name-calling when it occurs.”
17. Chain of diversity. (2008). *Penn State College of Agricultural Sciences*, 10. Retrieved from: <https://extension.psu.edu/programs/4-h/members/projects-resources/diversity/diversityactivities.pdf/view>
 - a. "Participants will discover and recognize the many ways in which they are similar and are different from others in the group, as well as the ways in which each person is unique."
18. Chance, K. & Szoko, N. (2014). Subtle prejudice activity. *Breaking the Prejudice Habit*. Retrieved from: <http://breakingprejudice.org/teaching/group-activities/subtle-prejudice-activity/>
 - a. " This activity is designed to create awareness of subtle prejudice related to everyday situations and interactions. There are versions for middle school students, college students, and the workplace."
19. Circles of my multicultural self [PDF File]. (n.d.) *University of Houston*, 14-16. Retrieved from: https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf
 - a. This activity "engages participants in a process of identifying what they consider to be the most important dimensions of their own identity. Stereotypes are examined as participants share stories about when they were proud to be part of a particular group and when it was especially hurtful to be associated with a particular group."
20. Connect the dots. (2008). *Penn State College of Agricultural Sciences*, 3-4. Retrieved from: <https://extension.psu.edu/programs/4-h/members/projects-resources/diversity/diversityactivities.pdf/view>
 - a. "Participants will experience the fact that we often subconsciously limit our perspectives and alternatives."
21. Cultural banners. (2011). *Morningside Center for Teaching Social Responsibility*. Retrieved from: <https://www.morningsidecenter.org/teachable-moment/lessons/cultural-banners>
 - a. “Students will work individually to create a ‘cultural banner’ expressing values, traditions, activities, and places important in their families.”
22. Developing empathy. (n.d.). *Teaching Tolerance*. Retrieved from: <https://www.tolerance.org/classroom-resources/tolerance-lessons/developing-empathy>
 - a. "This lesson helps students gain a deeper understanding of empathy and how to put it into practice." It would be a good lesson to use as you start a unit on diversity.
23. Family crest [PDF File]. (1997). *On My Own Two Feet*, 43-46. Retrieved

- from: https://sphe.ie/downloads/mo2f/identity_and_self_esteem.pdf
- a. This activity increases "students' awareness of the importance of family identity as part of our individual identity."
24. Getting started: Respect activity [PDF File]. (n.d.). *University of Houston*, 23. Retrieved from: https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf
- a. This activity is a good activity to use at the first session/lesson. It helps students understand the importance of respect and they will start to see similarities and differences among their peers in the group.
25. Identity charts. (n.d.) *Facing History and Ourselves*. Retrieved from: <https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts>
- a. " Use identity charts to deepen students' understanding of themselves, groups, nations, and historical and literary figures. Sharing their own identity charts with peers can help students build relationships and break down stereotypes. In this way, identity charts can be used as an effective classroom community-building tool."
26. Lesson plan: Stereotypes. (n.d.). *Australian Government Department of Home Affairs*. Retrieved from: <https://www.harmony.gov.au/get-involved/schools/lesson-plans/lesson-plan-stereotypes/>
- a. " A role play style activity that explores the concept of stereotypes and the assumptions that underlie them."
27. Schall, J.M. (n.d.) Exploring cultural identity through literature. *International Collection of Children's and Adolescent Literature*. Retrieved from: <https://wowlit.org/online-publications/stories/storiesiv6/6/>
- a. " The intersection identifies the cultural groups that a person claims affiliation with and indicates how those cultural groups interact to influence the way that person lives their life. Depending on how it is used, this learning engagement can help students recognize the importance of their own cultural identities to how they live their lives and the influence of cultural identities on how book characters live their lives."
28. Sex roles [PDF File]. (1997). *On My Own Two Feet*, 64-67. Retrieved from: https://sphe.ie/downloads/mo2f/identity_and_self_esteem.pdf
- a. This activity helps students explore how media portrays gender roles.
29. Shaw, S. (2016). Student activities to promote diversity, inclusion, and empathy. *Getting Smart*. Retrieved from: <https://www.gettingsmart.com/2016/10/student-activities-to-promote-diversity-inclusion-and-empathy/>
- a. The first activity mentioned in this article helps students develop empathy by experiencing what it is like to complete an activity with some type of limitation.
30. Stringer, D. (2014). Insider/outsider activity. *Breaking the Prejudice Habit*. Retrieved from: <http://breakingprejudice.org/teaching/group-activities/insider-outsider-activity/>

- a. " During this activity, participants identify aspects of inclusion and exclusion, more commonly known as insider and outsider groupings. The activity can be completed in small or large groups." It could also be used to help students develop empathy.
31. Stuller, W., Gabuorel, S., Ellison, S., & Balto, S. (2014). Identity star activity. *Breaking the Prejudice Habit*. Retrieved from: <http://breakingprejudice.org/teaching/group-activities/identity-star-activity/>
 - a. " The purpose of this activity is to highlight instances of prejudice in some United States policies as well as to examine the history of race and gender in the U.S." It could also be used to help students understand aspects of privilege.
 32. Togans, L., Robinson, L., & Meredith, K.L. (2014). Microaggression activity. *Breaking the Prejudice Habit*. Retrieved from: <http://breakingprejudice.org/teaching/group-activities/microaggression-activity/>
 - a. " This activity teaches students to recognize how different audiences can interpret language and microaggressions. It teaches students to understand the implications of their speech."
 33. Turk, H.M. & Na, D. (2014). Entertainment personality group activity. *Breaking the Prejudice Habit*. Retrieved from: <http://breakingprejudice.org/teaching/group-activities/entertainment-personality-group-activity/>
 - a. " For this activity, students explore the underrepresentation of meaningful roles for women, people of color, and LGBTs in entertainment media"
 34. Understanding privilege [PDF File]. (n.d.). *University of Houston*, 94-95. Retrieved from: https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf
 35. What do you know or what have you heard? (2008). *Penn State College of Agricultural Sciences*, 11. Retrieved from: <https://extension.psu.edu/programs/4-h/members/projects-resources/diversity/diversityactivities.pdf/view>
 36. Whom to leave behind [PDF File]. (n.d.). *University of Houston*, 11. Retrieved from: https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf
 - a. This is an icebreaker activity that could be used to introduce the topic of stereotypes, prejudice, and/or bias. Facilitators could engage students in discussion as to why they chose/did not choose certain people. This activity helps students see the privileges they may or may not hold.

Assignments

37. Ballas, H. & Russell, A. (2014). Advertisement analysis activity. *Breaking the Prejudice Habit*. Retrieved from: <http://breakingprejudice.org/teaching/group-activities/advertisement-analysis-activity.html>
 - a. " The objective of this activity is to identify when stereotypes are present in advertisements. Students should leave the activity with a better awareness of stereotypes in advertising."

38. Prejudice and discrimination in the news. (2014). *Breaking the Prejudice Habit*. Retrieved from: <http://breakingprejudice.org/teaching/assignment-page/presentation-assignments/prejudice-and-discrimination-in-the-news.html>
- a. In this assignment, students will examine news stories for prejudice and discrimination and give a presentation over their findings.

Songs

39. Brooks, H. & Razaf, A. (1929). Black and blue [Recorded by Ethel Waters]. On *The Incomparable Ethel Waters* [CD]. New York City, NY: Legacy Recordings. (1930).
- a. This song could be used to facilitate a discussion on race.
40. Dempsey, M., Smith, R., & Tolhurst, L. (1979). Boys don't cry [Recorded by The Cure]. On *Boys Don't Cry* [7" Record and 12" Record]. London, United Kingdom: Fiction Records.
- a. This song could be used to talk about gender identity or stereotypes.
41. Raposo, J. (1970). Bein' green [Recorded by Jim Henson]. On *The Sesame Street Book and Record* [CD]. New York City, NY: Columbia Records.
- a. Teachers could have students use this song and relate it to race and ethnicity. Have students examine what Kermit is feeling and relate it to their own lives.
42. Schwartz, S. & Menken, A. (1995). Colors of the wind [Recorded by Judy Kuhn]. On *Pocahontas: An Original Walt Disney Records Soundtrack* [CD]. Burbank, CA: Walt Disney Records.
- a. This song could be used to facilitate a discussion regarding stereotypes and prejudice.

Videos

43. Always. (2014, June 26). *Always #LikeAGirl* [Video File]. Retrieved from: <https://www.youtube.com/watch?v=XjJQBjWYDTs>
- a. This video could be used to start a discussion about stereotypes and/or gender identity.
44. AMAZE Org. (2017, June 8). *My friend is transgender*. Retrieved from: <https://www.youtube.com/watch?v=9DO7wSU1tCA>
- a. This video explains transgenderism in a simple and engaging way that would be easy for youth to relate to.
45. Crash Course. (2014, November 17). *Prejudice & discrimination: Crash course psychology #39* [Video File]. Retrieved from: <https://www.youtube.com/watch?v=7P0iP2Zm6a4&feature=youtu.be>
- a. This is a longer video, but it covers prejudice, stereotypes, discrimination, and bias.
46. Crash Course. (2017, November 20). *Race & ethnicity: Crash course sociology #34* [Video File]. Retrieved from: <https://www.youtube.com/watch?v=7myLgdZhzjo&feature=youtu.be>
- a. This is a longer video, but a great video that helps define race and ethnicity and discuss the differences between the two.

47. LDAssocAb. (2012, October 3). *What are learning disabilities?* [Video File]. Retrieved from: <https://www.youtube.com/watch?v=3ONz6TaKIk>
- a. This video gives a brief overview of learning disabilities. It would be a good video to use to introduce a lesson on learning disabilities.
48. Luis Gustavo Tosi. (2015, June 14). *Introduction to multicultural identity* [Video File]. Retrieved from: <https://www.youtube.com/watch?v=UfP1gGRWtQg>
- a. This short documentary explains the concept of a multicultural identity. It includes perspectives from people who consider themselves multicultural and have lived in many countries all over the world growing up.
49. TED Talks. (2016, April 29). *I am not your Asian stereotype/Canwen Xu/ TEDxBoise* [Video File]. Retrieved from: <https://www.youtube.com/watch?v=pUtz75INaw>
- a. This video gives a good firsthand account of experiencing stereotypes and prejudice while also discussing the effects they can have on cultural identity.
50. Verizon Wireless. (2014, June 2). *Inspire her mind- Verizon commercial* [Video File]. Retrieved from: <https://www.youtube.com/watch?v=XP3cyRRAfX0>
- a. This video could be used to facilitate a discussion on gender and stereotypes.